

ACADEMIC LEADERSHIP

By
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TOPICS

1. Academic Leadership

- ❖ Concept
 - ❖ Definition, Manager vs leaders
- ❖ Leadership Development
 - ❖ CBTM & UTeM Succession Plan

2. Leadership in HE

- ❖ Academic mgt- people and resources
- ❖ Strategic mgt- planning, decision making
- ❖ Career development – 4 career track/CoE
- ❖ Professional dev- consultation/certification

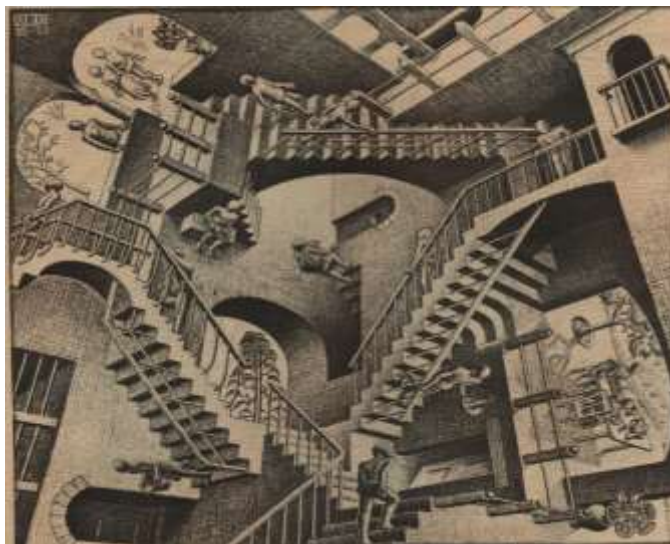
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PERCEPTION



3

PERSPECTIVE



4

EXPECTATION



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Me and Myself



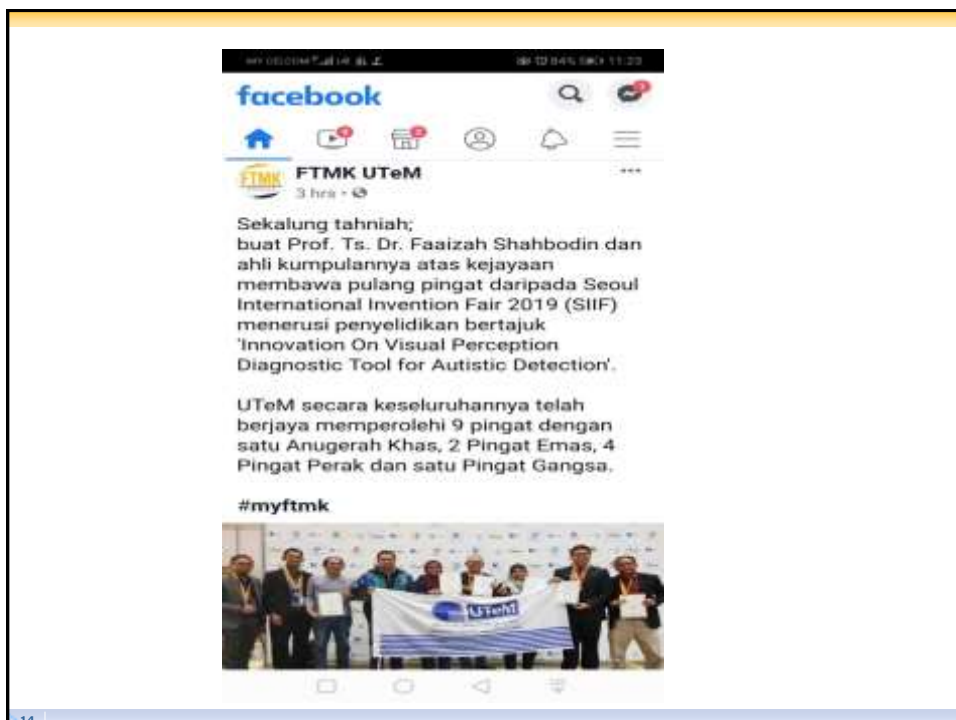
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AWARDS







RAE world recognize academic track framework




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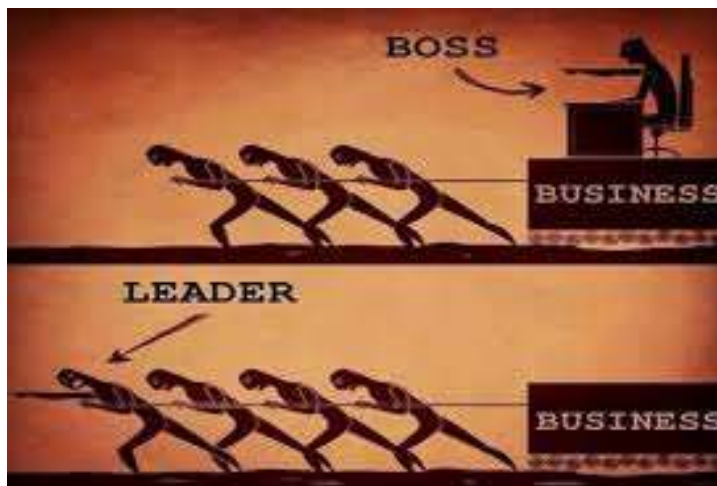
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ACADEMIC <ul style="list-style-type: none"> 1997 : MSc (Information System), QUT, Brisbane 2008 : PhD (Multimedia in Education), UKM 2019 : Professional Diploma of CBTM, UMP ADMIN POST <ul style="list-style-type: none"> Deputy Dean (Academic): 2011 - 2016. Director CAES : 2017 - 2021 MY TEACHING & LEARNING <ul style="list-style-type: none"> UG : Multimedia Systems, Human Computer Interaction, Media Interactive Project Management, Introduction to IT PG : Research Methodology, Multimedia Based Instructional Design, Current Trends of Database Technology, Multimedia Professional Ethics ACADEMIC SUPERVISION : <ul style="list-style-type: none"> PhD : 9 students, Master research : 8 students. Final Year Project : 48 students. Diploma Project : 9 students. Workshop 8 : 15 groups. Workshop 1 : 30 students. Industrial Attachment : 14 students. Academic Advisor : 27 students. THESIS EVALUATION <ul style="list-style-type: none"> Chair : 3 Internal Examiner : 4 External Examiner: 22 (UTP, UKM, UTM, UNIMAS, UTHM, UUM) RESEARCH GRANT MY-TUNAI <ul style="list-style-type: none"> Technology@ University Advancing Industry and Society Integrasi Pinter Sdn Bhd IBM Malaysia Sdn. Bhd MRSM Serling MARA AKJEPT SEAMEO SEN Sekolah TUNAS, Melaka 	RESEARCH <p>Journal : 54 Proceeding : 64 Book Chapter : 3 (Majalah, Asean, MyPBL) Edited Book : 2 (Springer, IGI conference) Book UTM : 5</p> RESEARCH PAPER <p>Accepted paper (since 2004) 84 JMS, 587 JIG Copyright 3, Tapemark 1 (since) 16 Medal (4 Gold, 9 silver, 3 bronze)</p> CONFERENCE <p>PhD : 9 (7 Mar, 2 Co) - 3 completed. Master : 8 (6 Mar, 2 Co) - 6 completed</p> Co-researcher <ul style="list-style-type: none"> External Grant (2) completed (JMS, UTM) MTUN (1) - completed. ERGS (3) completed. PJP High-impact (1) H-Pro completed. PJP (9) completed. International Grant UPI, Indonesia (1) - 2020 AKJEPT Grant (1) - 2020 Submitted: <ul style="list-style-type: none"> International World Islamic Bank 2019 (UTeM's PI) FRGS (4) : (PI) LRGS (2) : (PI) Science Fund (2) : PI KTP Grant (4) : PI PRGS (1) : PI ABUKHARY International Univ Research Grant (1) : PI RESEARCH INTEREST <ul style="list-style-type: none"> Instructional Design PBL Assistive Learning Leadership CBTM MOU & MOA <ul style="list-style-type: none"> IBM - 2013 	CO-COAUTHOR <p>Scopus Chatter 58 : 4 index 4 Google Chatter 341 : 4 index 7</p> My Number	 <ul style="list-style-type: none"> SEAMEO SEN 2015-2018 Integrasi Pinter Sdn Bhd 2020 MARA (gikan for 2020) CLOSE FOREIGN COLLABORATOR <ul style="list-style-type: none"> Prof Ajith Abraham (Director of MIR Labs, USA). Prof Munir UPI AUDITOR INVOLVEMENT <ul style="list-style-type: none"> Malaysia Qualification Agency (MQA) panel MyQUEST panel MySPeKK panel Technical and Technology Accreditation Council (TTAC) Malaysia Board of Technologists MBOT EXTERNAL EVALUATOR/EXAMINER <ul style="list-style-type: none"> Curriculum Development Panel for Bachelor in Information System Kolej Ugama Islam Melaka (KUM) External examiner for Bachelor in Multimedia Computing, UNIMAS Curriculum Development Panel for Bachelor in Education (Multimedia) UPSI AWARD <p>Excellence Service award 2010, 2013 Anugerah Akademik Univ 2010, 2018</p>

Leaders



Nama: _____



KEPIMPINAN AKADEMIK

No	SOALAN	JAWAPAN
1	Siapa pemimpin akademik?	
2	Apa peranan pemimpin akademik?	
3	Apakah ciri pemimpin akademik yang baik?	
4	Apa yang ingin anda capai selaku pemimpin akademik?	
5	Apa bukti anda telah capainya?	

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INTRODUCTION

The very effective leaders are first and foremost effective managers.

Manager perform Planning, Organizing, Staffing, Directing and Control

Integrity rather than genius is the manager's basic requirement

"Not to innovate is the single largest reason for the decline of organisations. Not to know how to manage is the single largest reason for the failure of new ventures".

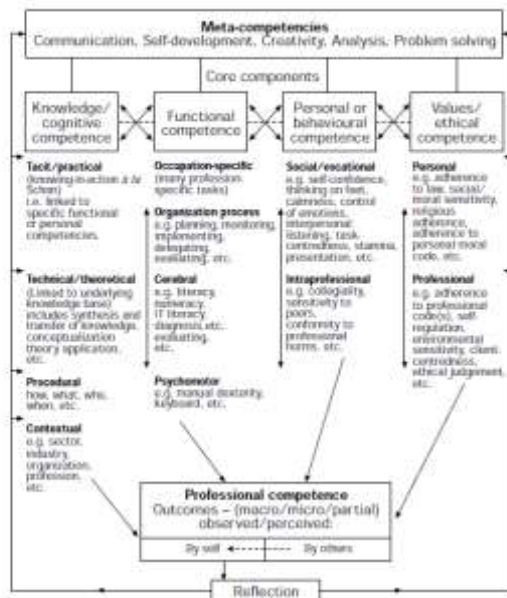
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NATURE OF MANAGEMENT

1. Management is about human being
2. Because management deals with the integration of people in a common venture, it is embedded in culture.
3. Every enterprise requires commitment to common goals and shared values.
4. Management must also enable the enterprise and each of its members to grow and develop as needs and opportunities change.
5. Every enterprise is composed of people with different skills and knowledge doing many different kinds of work.

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Figure 6
Provisional model of professional competence (compatible with "outcomes" and "reflective practitioner" approaches)



CONTOH
SENARAI SEMAK

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VISI Menjadi Universiti Teknikal yang kreatif dan inovatif terkemuka di dunia

UTeM bertekad untuk menerajui sumbangan kepada kesejahteraan negara dan dunia dengan :

MISI

01 Memartabatkan ilmu melalui pendidikan, penyelidikan dan keserjanaan teknikal yang inovatif

02 Membentuk pemimpin bersahsiah murni yang profesional

03 Menjana pembangunan lestari bersama industri dan komuniti

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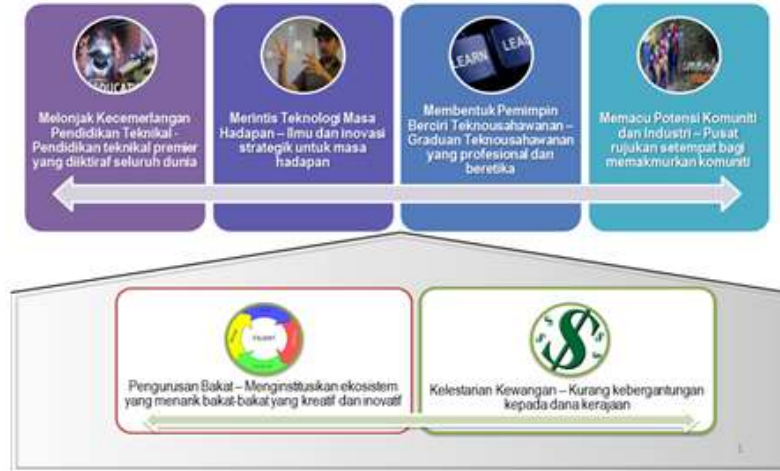


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TEMA & RANGKA STRATEGIK UTeM

Agenda transformasi UTeM telah dirancang mengikut enam tema serta rangka strategi seperti di bawah



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CORE VALUES OF UTeM

1. PASIONATE TO MAKE A DIFFERENCE

2. RESILIENCE

3. LOYALTY

4. PROFESSIONALISM

5. INTEGRITY

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Academic Leadership in Higher Education **is a long journey**...It is our dreams to **strive for excellence**.

*The road ahead is long and windy,
You may ride on bumpy road,
You may make sharp turn,
You may climb steep slope.*

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10 SHIFT PPPM-PT



To achieve these system and student aspirations, the MEE (HE) outlines 10 Shifts that will spur continued excellence in the higher education system. All 10 Shifts address key performance issues in the system, particularly with regard to quality and efficiency, as well as global trends that are disrupting the higher education landscape.

The first four Shifts focus on outcomes for key stakeholders in the higher education system, including students in academic and TVET pathways, the academic community, as well as all Malaysians participating in lifelong learning. The other six Shifts focus on enablers for the higher education ecosystem, covering critical components such as funding, governance, innovation, internationalisation, online learning, and delivery.

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Shift 2: TALENT EXCELLENCE



Operational Definition of the four (4) Tracks

- ❖ Teaching (Inspiring Lecturer): Influential in **high impact teaching** over and above other academic roles and responsibilities.
- ❖ Research (Accomplished Researcher): Influential in **high impact research** over and above other academic roles and responsibilities.
- ❖ Practitioner (Experienced Practitioner): Influential in **practical experience and application** over and above other academic roles and responsibilities.
- ❖ Leadership (Transformative Institutional Leader): Influential in **institution building** over and above other academic roles and responsibilities.

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PENDIDIK



- Espouses a clear philosophy and theory of teaching and learning
- Exhibits creativity and innovation in teaching, learning and assessment
- Introduces innovation that impacts learning
- Outstanding contribution(s) to leadership of teaching and learning and recognized nationally and internationally
- Engaged in scholarly activities and/or pedagogic research in their subject area and/or innovation

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PENYELIDIK



- Demonstrate excellence in research and produce original work which make significant impact in the field
- Significant contribution(s) to the body of knowledge through research of international standing
- Ability to attract major research grants
- Impact of research on community and society at large (knowledge transfer takes place)

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PENGAMAL PROFESIONAL



- Demonstrate excellence in professional practice
- Authority in the field of specialization and contribute to practice in the field at both national and international level
- Major contribution(s) and innovation to the development of their respective profession
- Evidence of international/ national recognition of excellence through consultancy activities
- Where applicable, obtain certification by relevant bodies

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PEMIMPIN INSTITUSI



- Demonstrate excellence in Institutional leadership
- Lead and empower institution to serve university, community and nation, in order to achieve national agenda
- Demonstrate good leadership attributes
- Demonstrate changes in organization through effective leadership
- A recognised figure at national and international level
- Demonstrate overall understanding of key aspects of management, and rules and regulations.
- Visionary and having a strategic mindset

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KEPEMIMPINAN AKADEMIK UTeM



- ❑ Pembangunan Kepemimpinan
 - Memahami proses penyelesaian masalah
 - Merangka perancangan jangka panjang
- ❑ Pengurusan
 - Pengurusan akademik iaitu merancang dan mengawal sumber dalam mencapai objektif program akademik
 - Pengurusan strategik iaitu merancang dan membuat keputusan untuk faedah jangka panjang
- ❑ Pembangunan Kerjaya
 - Kendiri, rakan, kumpulan (penyelidikan)
- ❑ Pembangunan Masyarakat
 - ❑ Khidmat masyarakat, badan profesional, NGO, perundingan

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SUSTAINING ACADEMIC LEADERSHIP IN HE



1. The Changing Nature of HE

- ❖ HE continues to undergo **significant change** in response to such factors as government policy, continuing growth in demand for ever higher levels of educational attainment and credentials, rapid economic development, pervasiveness and society-wide impact of communication and information technologies, demands for increased access, internationalization and globalization.
- ❖ Fourth Industrial Revolution (**4IR**) - Industry 4.0, University 4.0

2. Current Thinking About Leadership

- ❖ Current thinking about leadership moves from leadership as an innate characteristic of an individual to leadership as **transactional, transformational**, nearby or distant.
- ❖ In the context of a changing environment the ability to response productively to the myriad of demands facing academics requires a re-examination of leadership thinking.

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3. Key Characteristics of Successful Leadership in HE

Practice QALB-Based Leadership – 4 Attributes

- ❖ Wisdom
- ❖ Courage
- ❖ Temperance
- ❖ **Justice**
- ❖ **Transform Human Capital to Human Being**

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4. Leadership Development in Practice

- ❖ Advocates **a core of well-qualified and motivated staff** who are capable of teaching to the highest standard while pursuing opportunities for scholarship and conducting research
- ❖ In achieving this vision, there is a need for **a system-level** approach where each institution must play to its strengths in order to make the biggest impact to the benefit of itself and of society in general.
- ❖ **Top three (3) priorities are (adaptively towards 4IR)**
 - ❖ Achievement of excellence in higher education,
 - ❖ The management of teaching and learning, and
 - ❖ Research, innovation and engagement with community and enterprise.

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Authors	Successful Leadership	Sample
Boldem et al (2012)	Emerging Competent Warm Ethical Promoting the group Scholarship	Informal academic leaders
Jones et al (2012)	Trust Respect Recognition Collaboration Commitment to reflective practice	Academic, professional & executive staff
McFarlane (2011)	Role model Mentor Advocate Guardian Acquisitor Ambassador	University Professors
Hguit et al (2010)	Relating to people Leading change Managing process Producing results	Academic staff (all levels) from 20 Malaysian public universities
Cole et al (2009)	Establishing personal credibility & trust Identifying problems, turning them into opportunities Articulating a rationale for change Developing leadership Building a community of practice Rewarding & recognizing teaching Setting teaching expectations Marketing the department as a success Supporting change & innovation Involving	Departmental leadership of teaching in Research-intensive environments/
Goodall (2009)	Credibility Expert knowledge Standard bearer (arbiter of quality) Signalling commitment to research excellence on behalf of the institution	Vice Chancellors (research profiles)
Breakwell and Tyherleigh (2008)	Academic credibility Financial awareness Adaptability Confidence Strong persona Sense of mission, strategy and/or vision	Vice Chancellors in UK Universities
Bryman (2007)	Providing direction Creating a structure to support the direction Fostering a supportive and collaborative environment Establishing trustworthiness as a leader Having personal integrity Having credibility to act as a role model Facilitating participation in decision-making consultation Providing communication about developments Representing the department/institution to advance its cause(s) and networking on its behalf Respecting existing culture while seeking to instill values through a vision for the department/ institution Protecting staff autonomy	Literature review and interviews with 14 leadership researchers about effective academic leadership and departmental level

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TEQSA ACADEMIC LEADERSHIP



- ❖ AL is fundamental to the capacity of a HE provider to successfully design, deliver and oversee quality HE
- ❖ Specific standards referenced are
 - **Corporate and academic governance.** The HE provider shows sound corporate and academic governance of its higher education operations.
 - **Primacy of academic quality and integrity.** The HE provider maintains academic quality and integrity in its HE operation.

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- **Management and human resources.** HE operations are well managed and human resources are appropriate.
- **Course design** is appropriate and meets the Qualification Standards.

What is AL in HE?

- Leadership is reflected in governance, both corporate and academic, and in operations
 - AL relates to judgements / decisions
 - AL reduces risk
- Effective academic leadership provides academic oversight and accountability
 - AL cannot reside in just one individual but requires the contribution of many people in many roles.

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2. Academic leadership at course level



- Must reside at the governance, discipline and course levels. Beyond the governance level, academic leadership is likely to involve in;

- ✓ Course leadership
- ✓ Course design and review
- ✓ Student admissions – policies and processes
- ✓ Student assessment – policies and processes
- ✓ Academic staffing profiling
- ✓ Supervision of academic staff – supervision and mentoring
- ✓ Promotion of academic staff
- ✓ Scholarship within the discipline
- ✓ Learning resources
- ✓ Quality assurance mechanisms
 - ✓ Monitoring quality assurance approaches
 - ✓ Benchmarking
 - ✓ Reviewing courses and disciplines

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3. Where does academic leadership reside?



Academic leadership is exhibited at multiple levels and in many facets.

- a) In corporate governance (LPU)
- b) In academic governance (SENAT)
- c) At the academic operational level (FACULTY)
- d) By individual academics
- e) The outsourcing of the delivery of higher education to a third party (FRANCISING)
- f) The delivery of higher education in multiple locations (OFF-SHORE)

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❖ Academic Leadership in Practice



➤ In practice, academic leadership may involve in:

- A mix of internal and external sources of leadership
- Blended leadership across the operational, management and governance levels
- Collaborative leadership- multiple, senior, experienced academics working together to provide students and staff with academic leadership
- Multidisciplinary leadership, with heads or leaders of multiple disciplines working together

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❖ Things to Consider



➤ HE providers may need to carefully consider whether their academic leadership capability at the operational level is sufficient and is appropriately deployed to meet the requirements of the Standards.

- Are there senior academic leaders for each broad field of education?
- Does academic leadership reside beyond the governance level?
- How is academic leadership vested and is there a balance between the academic leadership role of internal full time staff, external or part time staff and committee members?
- How are academic leaders involved in staff development and meeting the learning needs of different student cohorts and the use of technology?

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A conceptual framework of effective leadership in higher education is a function of several characteristics that include



- Leadership in teaching
- Leadership in research
- Strategy, vision and networking
- Collaborative and motivational leadership
- Fair and efficient management
- Development and recognition of performance, and
- Interpersonal skills.

Academic leaders need to stay close to teaching, learning, research and scholarship to bring out the best among academics. Issues of academic freedom are of great importance and relevance in this context.

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- ❖ personal quality, demonstrating empathy, and managing change in an emotionally intelligent fashion. Visions and missions are only tools after all.
- ❖ Good leaders have humility to learn and learning from predecessors is important. To succeed, it's important to **find your own style** and then believe in your work and yourself.
- ❖ Great leaders are humble and innovative, always looking for good ideas and innovation.

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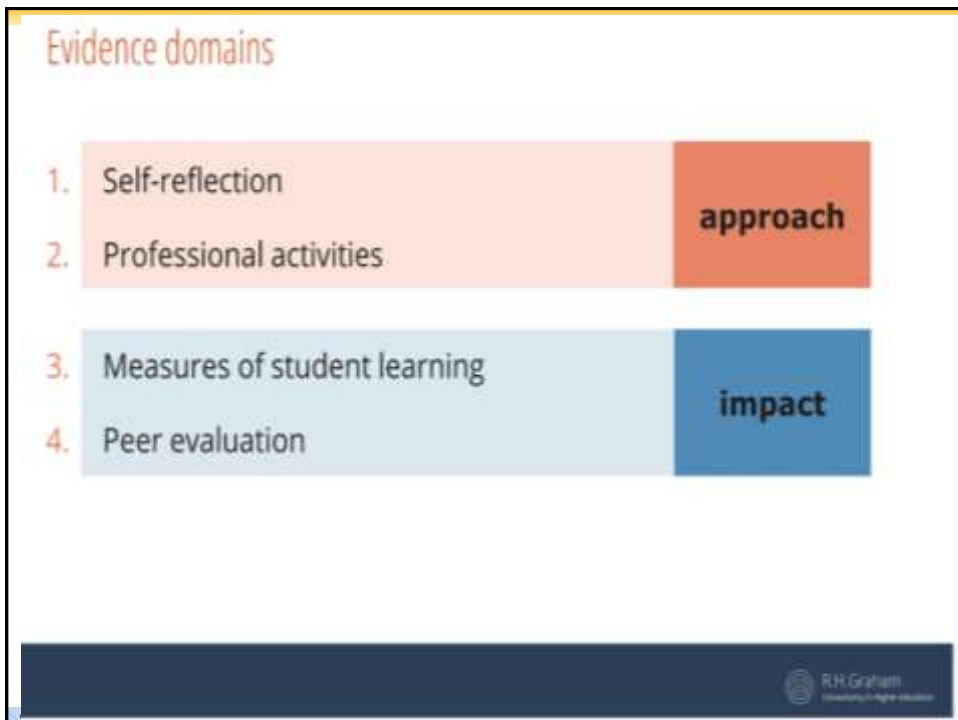
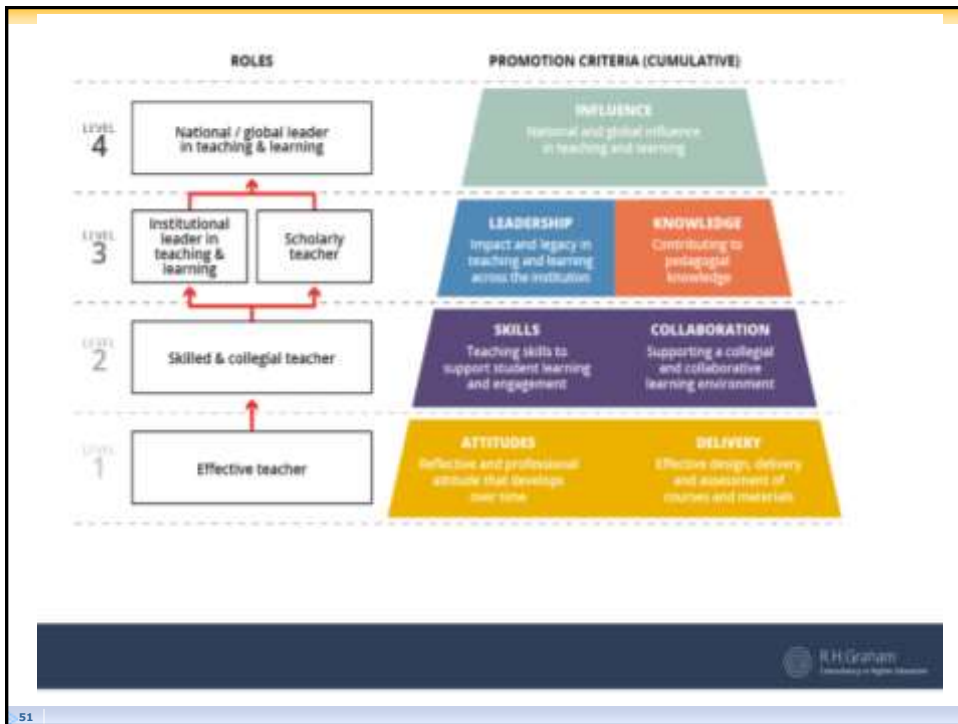
- ❖ Leadership qualities are: humility, competence, ability to simultaneously 'own' issues/stories and still give credit to those who did the hard work.
- ❖ Political skill, both internally and externally, is a good plus point. However, never losing sight of the bigger picture, the ability to think and act strategically, compassion and a sense of humor.

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UTeM

- Talent pools
- CAES – Academics Talent by design

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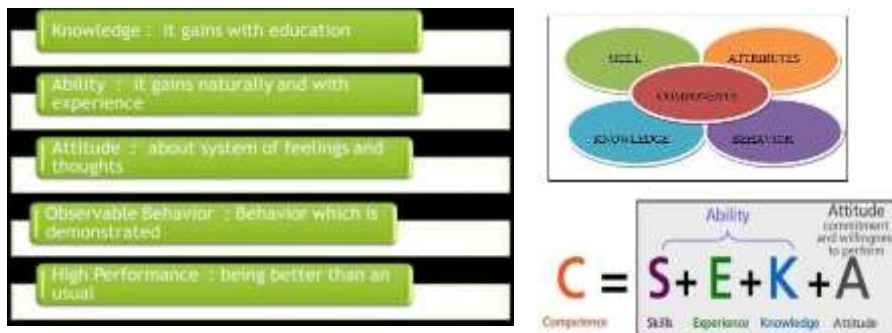


National and global leader	Reflects on their national and global influence in teaching and learning, and their impact on advancing educational knowledge, collaboration and/or excellence	Source: <i>Source for National and Global Leader, plus:</i> Participation in government consultation committees Invited speaker at national/global events in teaching and learning Participation in and leadership of high-impact national and global educational programmes	Source: <i>Source for National and Global Leader, plus:</i> Institutional surveys of student perception or experience Institutional pass rates/progression rates Standardised tests (institutional level)	Source: <i>Source for National and Global Leader, plus:</i> Publications, citations, research grants and income within the field of teaching and learning National and global press coverage National/global awards and prizes
Institutional leader	Reflects on how their leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning environment that advances student learning	Source: <i>Source for Skilled and Collegial Teacher, plus:</i> Leadership role in strategic institutional curriculum and/or policy development Design and delivery of high-impact course innovation Leadership of QA or accreditation processes External reviewer/trainer/advisor	Source: <i>Source for Skilled and Collegial Teacher, plus:</i> Assessments made by graduate recruiters and employers Students' self-reported learning gains, student engagement surveys (programme or institutional level) Programme pass rates/progression rates Concept tests or standardised tests (programme level)	Source: <i>Source for Skilled and Collegial Teacher, plus:</i> Letters of reference from senior university managers, external collaborators, and those who have taken inspiration from the candidate's educational approaches Reports from collaborators, external impact reports/case studies
Scholarship teacher	Reflects on their personal teaching philosophy, describing how evidence-informed approaches are used to contribute to both student learning and pedagogical knowledge	Source: <i>Source for Skilled and Collegial Teacher, plus:</i> Active use of Action Research methods in their teaching practice Invited speaker at key events in teaching and learning Review of scientific papers and articles about teaching and learning within and/or beyond own discipline Visiting/honorary position held at other institutions Active member of teaching and learning research group	Source: <i>Source for Skilled and Collegial Teacher, plus:</i> Students' self-reported learning gains (course level) Student engagement surveys (course level)	Source: <i>Source for Skilled and Collegial Teacher, plus:</i> Letters of reference from research collaborator Refereed conference and journal publications in teaching and learning Research grants and income for teaching and learning development projects
Skilled and collegial teacher	Reflects on their personal teaching philosophy and its development over time, as well as the role they play in nurturing an academic environment that advances collective educational excellence	Source: <i>Source for Effective Teacher, plus:</i> Mentoring and peer-coaching of teaching colleagues Participation in programmes of educational reform, innovation and/or development Membership of institutional educational committees External examiner/trainer Participation in teaching and learning conferences/events within and/or beyond their school or discipline	Source: <i>Source for Effective Teacher, plus:</i> Retrospective assessment by alumni Assessments made by graduate recruiters and employers with respect to specific courses/experiences Student and/or institutional prizes/achievements that can be linked to specific course/programme Student learning journals Concept tests (course level)	Source: <i>Source for Effective Teacher, plus:</i> Letters of reference from staff members, external examiners and collaborators Authorship of widely-used text books and e-learning materials Pedagogical conference presentations Institutional and national teaching awards/developing projects
Effective teacher	Reflects on their educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline and institution	Details of courses taught (student numbers, nature of teaching, assessment methods, etc.) Details of student support and guidance provided Participation in certification and training in teaching and learning Samples of course materials Construction of a teaching portfolio	Student evaluation surveys and student interview feedback Informal and unsolicited student feedback Pass rates, attrition rates and student progression that can be attributed to specific courses Examination/assessment results, benchmarked against other cohorts Evaluation of student products or projects	Peer observation of teaching Peer review of course content, objectives and materials and/or teaching portfolio Review and letters of reference from teaching mentor Letters of reference from students, alumni, Director of Studies, Head of School and course/programme leaders

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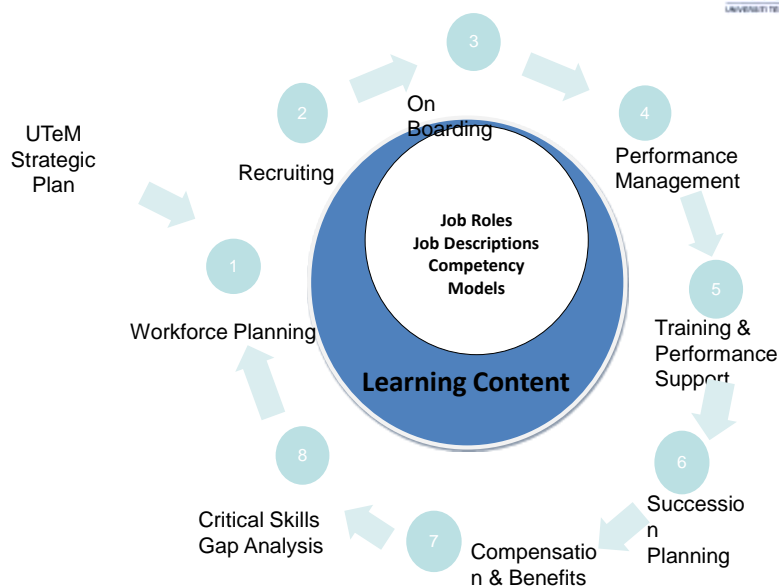


Components of Competency



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THE PROCESS OF TALENT MANAGEMENT



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Competency Evaluation Methods

i-pro

Self Assessment

On-the-Job Monitoring

Peer Assessment

360-degree Feedback

Rule 10: 20: 70



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15 sub domain yang terdapat dalam *i-PRO*, hanya 10 sub domain sahaja yang digunakan untuk mengenalpasti calon:

- Gaya Pimpin
- Dominasi Otak
- Psikososial
- Interpersonal
- 5 Nilai Teras UTeM
- Ihsan

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CBTM4Educators Task Force



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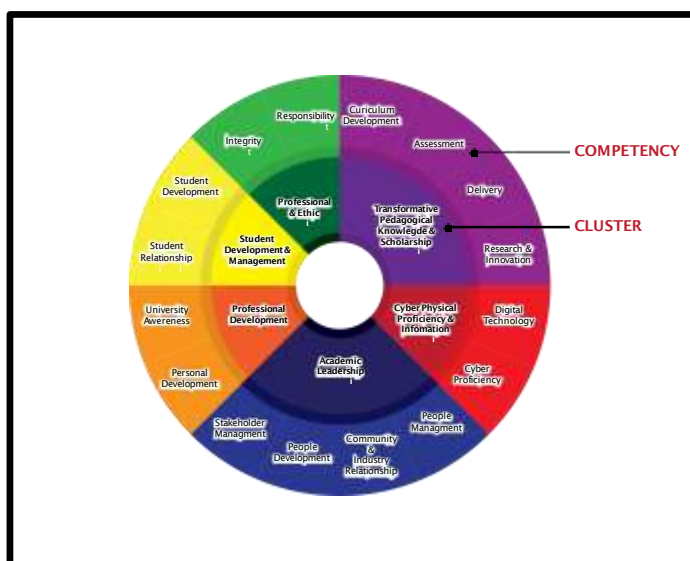
Syahrul Nizam



Norhafizah Mohd Sulb

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CBTM4EDUCATORS- Model



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OPEN SOURCE LEADERSHIP

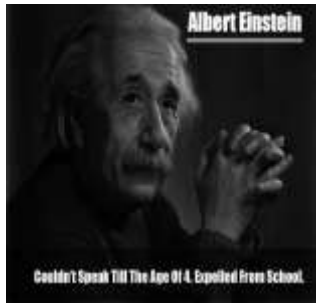
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FATHER OF THE DIGITAL REVOLUTION



THE TWELFTH RICHEST MAN IN BRITAIN



WIN THE NOBEL PRIZE IN PHYSICS



FIRST ATHLETE TO BECOME A BILLIONAIRE



THE MOST INFLUENTIAL WOMEN & NORTH AMERICA'S FIRST BLACK BILLIONAIRE.

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Leader vs manager?

Are competency models/ best-practice case studies/ books still the best ways to build leadership capability?

Autocratic style vs Democratic style of leadership?

Do you really need power-from a position or title- to be a leader?

how we manage and inspire performance?

How can university significantly increase their speed and frequency of innovation

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HAVE A HEART



- How did you arrive your decision?
- What decision-making method did you use (consensus, voting, etc.)?
- How was your decision influenced by your values? Beliefs? Attitudes?
- Who provided leadership in your group?
- How were disagreements and conflicts handled?

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LEADERSHIP



1. Leadership is not a title or position to command or direct a group
2. Leadership is about creating change for a better future
3. Creating change encounters huge resistance at every step
4. Not giving up on the envisioned better future is at the heart of powerful leadership
5. There are no competencies, best practice models, or personality assessments for not resistance requires deep intrinsic leadership energy
6. Such energy can neither be learned in classrooms nor automatically acquired upon promotion or appointment. It must be self-discovered

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The Wisdom and Culture Lab



University of Waterloo, Ontario, Canada

Findings

1. Wise reasoning depends on the context. Being wise is one situation does not necessarily mean you will be wise in another
2. Wise reasoning dips in middle age and goes up
3. Women are somewhat better at wise reasoning than men

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Making Wise decisions



W	Weigh up Uncertainty and Change	<ul style="list-style-type: none"> • What different solutions might there be? • What different outcomes could there be? • Could my opinion on the solution be incorrect?
I	Intellectual Humility	<ul style="list-style-type: none"> • Could the other person's opinions be correct? • What extraordinary circumstances might there be before I form my opinion? • Can I accept that there may be information to which I do not have access?
S	Search for Integration and Compromise	<ul style="list-style-type: none"> • Can I anticipate how potential conflict might be resolved? • What would I think if I was someone else watching this situation? • Would an outside person have a different opinion from mine about the situation?
E	Engage Others' Perspectives	<ul style="list-style-type: none"> • What do I notice when I put myself in the other person's shoes? • What might be that person's perspective?

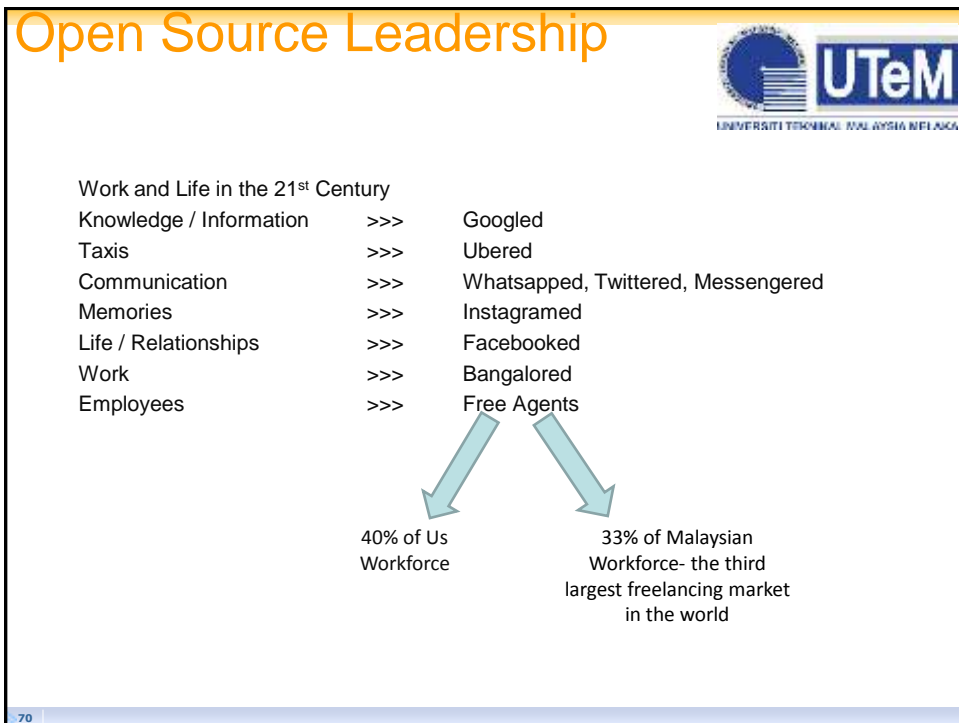
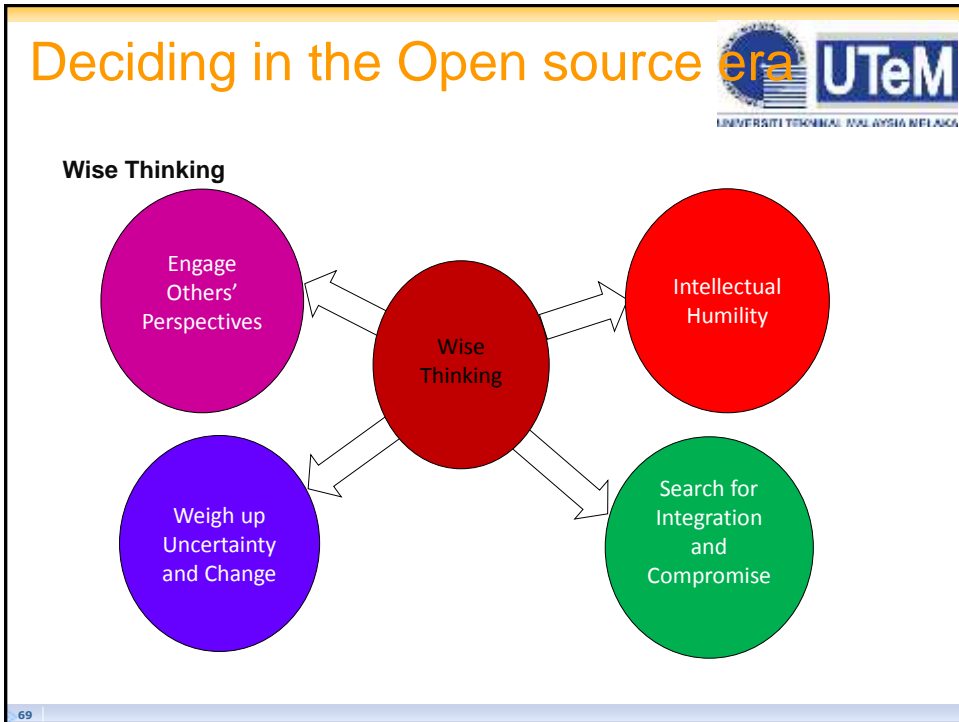
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WISE DECISION MAKING ELEMENTS



- Social advising – life skills
- Decisiveness- recognize ambiguity
- Emotional Regulation- self control
- Pro-social behaviors- empathy, compassion, fairness
- Tolerance for divergent values- nonjudgemental
- Self-actualization- focus on others
- Insight- self reflecting (strengths and weakness)
- Mindfulness, focused attention and mental control
- Compassion and justice

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Open Source Leadership



1. **Leading in the 21st Century**
 - i. What is leadership?
 - ii. How can an organization develop future leaders in today's digital age?
2. **Creating innovation and breakthrough success**
 - i. What style of leadership is best for creating breakthrough innovation and success?
 - ii. How to create a culture of innovation throughout the organization?
3. **Outperforming Competition**
 - i. What is the primary sources of employee motivation?
 - ii. How to manage, measure and reward for high performance?
 - iii. How to measure employee engagement and how to address the gaps?

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Open source leadership



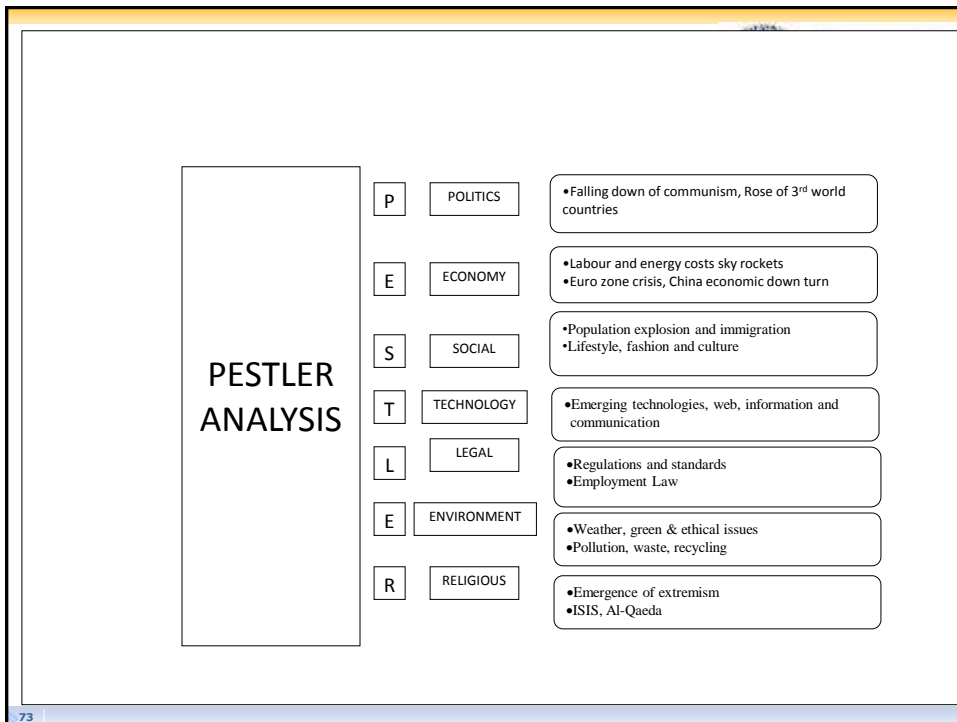
Purpose :


1. What do I want to pursue most :

- a) Live in the present, take life one day at a time and enjoy the small/simple pleasures of everyday life
- b) Maximize leisure, pleasure and wealth
- c) Work hard for personal achievement, fame and success
- d) Prioritize the well-being of my family above all else
- e) Make a meaningful contribution and provide great leadership at work / profession

Note : Please think **very honestly without any feeling of guilt** and rank order the above in accordance with what is most important to you

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CHALLENGES OF BEING A YOUNG LEADER

- The Challenge to Be Developed rather than Discovered
- The Challenge to Be Teachable
- The Challenge to Be Faithful & Patient
- The Challenge to Have an Abundance Mentality
- The Challenge to Define Success Correctly
- The Challenge to Manage These Challenge

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MANAGER VS LEADER



Manager

Deal with status-quo
 Work in the system
 React
 Control risks
 Enforce organizational rules
 Seek and then follow direction

 Control people by pushing them
 In the right direction
 Coordinate effort

 Provide instructions

LEADERS

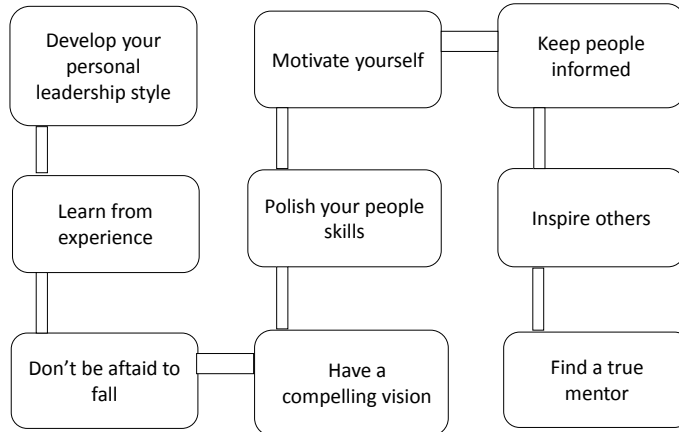
Deal with change
 Work on the system
 Create opportunities
 Seek opportunities
 Change organizational rules
 provide a vision to believe in
 and strategic alignment
 Motivate people by satisfying
 basic human needs
 Inspire achievement, energize
 people
 Coach followers, create self-
 leaders, and empower them

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HOW TO SOLVE THE CHALLENGES



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LEADERSHIP
IS ABOUT MAKING OTHERS
BETTER AS A
RESULT OF YOUR PRESENCE
AND MAKING **SURE**
THAT IMPACT LASTS IN YOUR
ABSENCE.

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80



80

81

FRUITS FOR THOUGHT



**EVERY DAY IS A GIFT, AND AS LONG AS I
CAN OPEN MY EYES, I WILL FOCUS ON
THE NEW DAY, AND ALL THE HAPPY
MEMORIES THAT I HAVE BUILT UP
DURING MY LIFE.**

WISEMAN

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FIVE (5) TIPS OF HAPPINESS IN LIFE



1. FREE YOUR HEART FROM HATRED

2. FREE YOUR MIND FROM WORRIES

3. LIVE SIMPLE

4. GIVE MORE

5. EXPECT LESS

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CONCLUSIONS



- ❖ The importance of developing leaders and leadership in HE has been highlighted in depth.
- ❖ It emphasizes the need to move from the charismatic and transactional leadership to the new paradigm of transformational leadership.
- ❖ The new paradigm demonstrates the importance of developing current and future potential leaders in HE who can sustain innovation and quality of higher education.

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Prof Dr Faaizah

*education is not preparation for life;
education is life itself- John Dewey*



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you!*

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